Standards of Program Quality and Effectiveness for the Evaluation of Specialist Programs in Adapted Physical Education

California Commission on Teacher Credentialing 1812 9th Street Sacramento, California

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Foreword for Specialist and Services Credentials

The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to hold credentials granted by the state in order to serve in the public schools. Each state, including California, establishes and enforces standards and requirements for earning credentials for public school service. These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education.

The quality of professional performance depends heavily on the quality of initial preparation. Each state has a legitimate interest in the quality of training programs for professional educators. In each state, completion of a professional preparation program that has been approved by the state's certification agency is a legal requirement for earning each type of credential, including teaching credentials. State legislatures adopt such requirements because they recognize the critical role of professional preparation in subsequent professional performance.

After a developmental process that took more than five years and involved more than one thousand professional educators, in November 1986, the Commission on Teacher Credentialing adopted the recommendations of the Commission staff on the redesign of the Commission's program approval and evaluation process. A complete description of the process of redesign can be found in the Commission document New Designs for Professional Preparation (October 1986).

This report contains the following: standards of program quality and effectiveness for Adapted Physical Education Specialist Programs, the factors that will be used as guides to judge whether standards in Categories I through V are met, and preconditions established by State law or Commission policy that must be met before a program can be approved.

On January 5, 1990, the Commission adopted *Standards of Program Quality and Effectiveness for Teaching Specialist and Services Credentials* in the Categories of "Institutional Resources and Coordination", "Admission and Candidate Services", and "Evaluation of Candidate Competence". Standards in these three areas had previously been approved for Multiple and Single Subject Credential Programs and had been used successfully for three years. Based on the Commission's experience with the evaluations of the prior three years, the staff identified twelve standards for Multiple and Single Subject Programs that were applicable to all credential programs. These standards are the following:

- Program Design, Rationale and Coordination
- Institutional Attention to the Program
- Resources Allocated to the Program
- Qualifications of Faculty
- Faculty Evaluation and Development
- Program Evaluation and Development
- Admission of Candidates: Academic Qualifications
- Admission of Candidates: Prior Experience and Personal Qualifications
- Availability of Program Information
- Candidate Advisement and Placement
- Candidate Assistance and Retention
- Determination of Candidate Competency

Besides the standards listed above, this document contains standards of program quality for Curriculum and Content Foundations, Field Experiences, and Candidate Competence and Performance. Institutions should prepare a narrative response to each standard and guideline describing how each is met. Institutions should include, as part of the response to the professional competencies section, a graphic description of the objectives of the program and indicate the relationship of these objectives to the competency requirements of the Commission.

Institutions of higher education must also provide a narrative response to each precondition. In the field of accreditation, preconditions are typically the requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution's eligibility to apply for accreditation or to submit programs for approval. The actual approval or accreditation of programs, schools, or institutions is based on standards adopted by the association or licensing agency.

Preconditions one through six apply to all credential programs and were established by Commission policy. Preconditions six through nine are requirements established by statute for all Specialist and Services Credential Programs. Precondition ten applies specifically to Adapted Physical Education Programs.

Adapted Physical Education Foreword

California, as with most other states, requires teaching credentials authorized by the state to teach in the public schools. California was the first of the current 12 states in the United States to require a special credential (Specialist Credential in "Adapted Physical Education") to teach eligible individuals within adapted physical education in the public schools. This credential and its standards were developed between 1977 and 1979, by a broad-based committee of professionals in adapted physical education, physical therapy, occupational therapy as well as the parents of various disabled children. Maintaining this quality of professionals in the field relies, to a large degree, on the initial training of the adapted physical education teacher. Since the inception of the credential in adapted physical education (1980) no approved program has ever been reviewed by the Commission on Teacher Credentialing. This document is intended for use in the first step in the review process, by establishing standards upon which to review the effectiveness of the teacher training programs in adapted physical education as well as evaluate the quality of the teachers performance. This document will set the standards for all programs and teachers serving students with disabilities in California.

In order to clearly understand why there was a need for credentialing in adapted physical education a brief review is merited to consider adapted physical education: its definition, its current role in the schools, and its role in the 21st century. The following chronology identifies significant events that have influenced the development and the refinement of credentialing in "adapted physical education" in California.

Events Influencing Adapted Physical Education

DATE	EVENT	SIGNIFICANCE
1955	Instruction of Physical Handicapped Pupils in Remedial Physical Education started (CALIFORNIA)	Recognized the need for special classes for students with severe physical disabilities.
1973	Section 504 of Rehabilitation Act passed (PL 93-112)	Federal mandate for comparable programs for all students including those with disabilities.
1975	PL 94-142 Education for all Handicapped Children Act passed	Required physical education for handicapped students (age 3-21) in schools as a priority in special education instruction.
1977	California Master Plan for Special Education enacted	Required all teachers to have competence to work with disabled students in regular classes.
1980	Emphasis Credential in "Adapted Physical Education" established by CTC	Required all teachers initially employed in adapted physical education as of September 1, 1980, to hold this credential.
1986	PL 99-457 Early Childhood Education Act	Provided new federal incentives for the education of handicapped infants and young children.
1988	Emphasis Credential changed to Specialist Credential in "Adapted Physical Education"	Required all those teaching adapted physical education to have the specialist credential by July 1, 1988.
1990	Americans with Disabilities Act PL 101-336	Federal Civil Rights Law pushed for integration of the disabled in mainstream of life.
1990	Individuals with Disabilities Act PL 101-476	The main Federal law that provides for the education of disabled infants, toddlers, children, and youth from birth through age 21.

Overview

Physical education for individuals with disabilities started in California in 1955, as "Instruction for Physically Handicapped Pupils in Remedial Physical Education." At that time the state realized the need for specialized programs for individuals with orthopedic handicaps only. In subsequent years, as a result of Federal (PL 94-142 and Section 504 of Rehabilitation Act), the state of California passed and implemented the "California Master Plan" for Special Education (AB 1870). The passage of both the Federal and State statutes provided the stimulus that led to the development of many different specialist credentials for children with disabilities. At this time no special credential or certification was required to teach individuals with disabilities in the public schools. It was at this time the emphasis credential in "Adapted Physical Education" was established which required teachers initially employed after September 1, 1980, to have a credential authorizing the teaching of adapted physical education in California public schools. The 1970s and early 80s displayed tremendous growth and expansion of physical education programs and especially adapted physical education programs for individuals with disabilities. As an outgrowth of this program expansion, the role of the adapted physical education teacher has also changed. The implications of Federal statutes has led to a concerted effort to place individuals with disabilities in regular education programs whenever appropriate. This trend has affected physical education and adapted physical education programs as well. We have seen a continuum of services model emerge within programs for students with disabilities. This variety of possible placement settings or service delivery alternatives has also had major implications for program content as well as program methodology. This has included a variety of options from regular physical educators having individuals with disabilities integrated in their classes, to having groups of individuals with disabilities attending classes in a community recreation setting. The focus of physical education programs for individuals with disabilities is changing. It is soundly grounded on existing federal and state law and is supported by professionals who see this integration of disabled in regular education programs as not only desirable but best practice.

Adapted Physical Education

Adapted physical education was first defined by the American Association for Health, Physical Education, and Recreation (1952) as a "diversified program of developmental activities, games, rhythms, and dance suited to meet the needs of individuals who could not SAFELY or SUCCESSFULLY be in the regular physical education program." In 1975, PL 94-142 passed, and included physical education in its definition of Special Education. This was significant since it is the only curricular area required for a individual who is disabled in California Public Schools. The implications of the law went even further as it stated that all education including physical education should be delivered in the "least restrictive environment (LRE)." The initial effect of the law was that adapted physical education programs developed at a very fast rate. The combination of the Federal statutes and the "Emphasis Credential" (1980) provided hundreds of jobs for adapted physical education teachers. They were hired to conduct these programs and meet the

needs of individuals with disabilities in the schools, many of who were not currently being served. The main job of the adapted physical education teacher was to provide direct service in adapted physical education to eligible students with IEPs (Individual Educational Plans). The rapid development of programs in the schools led to subsequent changes in focus and programming within special education and adapted physical education. This mandated a change in the knowledge and skills that the adapted physical education teacher now needed to be more than a direct service provider. Now the adapted physical educator not only provided direct service but consulted, collaborated and facilitated programs for the students with disabilities in many different settings and program formats.

As we prepare teachers for the future we need to provide training programs that can prepare these teachers with the skills needed today and the knowledge and skills needed to remain dynamic and effective in the time of continuous growth and change. The role of the teacher, and particularly the teacher working with individuals with disabilities is dynamic. Specialists in adapted physical education work with crack babies, individuals with acquired brain injuries, children with AIDS, and a variety of medically fragile children never before in the school environment.

The standards, rationale, and factors presented in this document reflect the changes that have occurred since the passage of PL 94-142 and also reflect the anticipated future needs for adapted physical education teachers. This document is the result of the work of many dedicated professionals who participated in the development and refinement of its content. These individuals are grateful to the Commission for providing the support needed to develop and review these standards in an effort to provide quality programs for all students with special needs.

Service Authorized by an Adapted Physical Education Specialist Credential

The credential authorizes the holder "to provide instruction and service to individuals with exceptional needs who require developmental or corrective services and who are precluded from participation in either the activities of a general physical education program or a specially designed physical education program in a special class." (California Administrative Code, Section 80046.1). The Title 5 Regulations adopted in November 1985, established the credential as a Specialist Credential. It is a dependent credential, i.e. holders must possess the prerequisite credential before they may provide service on this credential. The credential is not considered a Special Education Specialist Credential but a Specialist Credential attached to a basic teaching credential much like service authorized by a Bilingual Specialist or an Early Childhood Specialist Credential.

Adapted Physical Education Specialist credential applicants must hold a prerequisite teaching credential which authorizes the teaching of physical education. The Commission accepts the following credentials: Single Subject in Physical Education, Multiple Subject, Standard Secondary with a major or minor in Physical Education, Standard Early Childhood, Special Secondary in Physical Education, General Secondary, General Junior High School, General Elementary, or General Kindergarten-Primary.

Standards of Program Quality and Effectiveness for the Evaluation of Specialist Program in Adapted Physical Education

Definitions of Key Terms

Standard

A "standard" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

Inherent in each standard is the preparation of the candidates to the lifespan of all individuals with disabilities from infant to adult. Each standard is also applied in an integrated setting.

Factors to Consider

"Factors to Consider" will guide evaluation teams in determining the quality of a program's response to each standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. To enable an evaluation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution.

Adapted Physical Education

"Adapted Physical Education" is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs (Title V, Section 3051.5).

Applied Behavior Analysis

"Applied Behavior Analysis" is "The science in which procedures derived from the principles of behavior are systematically applied to improve socially significant behavior to a meaningful degree...." Baer, D.M., Wolf, M.M. & Risley, T. (1968). Current dimensions of applied behavior analysis. <u>J. of Applied Behavior Analysis</u>. 1, 91-97.

Assessment

"Assessment" is a process and is used in this document to include the testing, measurement, and evaluation of motor performance for the purpose of making decisions about placement, program planning, and performance objectives. It goes beyond simply gathering data and reporting results, but rather encompasses a vast constellation of competencies required of the adapted physical educator. The process begins with selecting an appropriate and valid instrument or procedure, as mandated by law, and ends with developing an educational plan based on the results of using that instrument or procedure.

Ecological Task Analysis

"Ecological Task Analysis" is "...considering all distractors...acknowledges complex interrelationships between environment and behavior." Baer, D.M., Wolf, M.M. & Risley, T. (1968). Current dimensions of applied behavior analysis. J. of Applied Behavior Analysis. 1, 91-97.

Individuals With Disabilities

"Individuals with exceptional needs" means those persons who satisfy all the following criteria: (a) identified by an individualized education program team as a handicapped child; (b) their impairment requires instruction, services, or both which cannot be provided with modification of the regular school program; (c) comes within one of the following age categories: (1) younger than three years of age and identified as requiring intensive special education and services, (2) between the ages of three and five years and identified as requiring intensive special education and services, (3) between the ages of five years and 18 years, or (4) between the ages of 19 and 21 and enrolled in or eligible for a program under this part or other special education program; and (d) meets eligibility criteria set forth in regulations.

Lifespan

As used in this document, lifespan means education for life. It is used to stress the importance of understanding the scientific bases of human development as it relates to teaching appropriate concepts and practices in the adapted physical education program which will serve to maximize the quality of life among individuals with disabilities. It is clear that practices influencing fitness, nutritional status, diet, and exercise can significantly impact the quality and duration of life of individuals, including the disabled. Inasmuch as adapted physical educators serve, by law, individuals from birth through age 21, it is important for them to understand the implications that disorders in human growth and motor development, motor learning and motor control, human physiology, biomechanics, and social development have for the lifestyles of individuals with disabilities beyond the years during which they are served in public education.

Physical Education

PL 94-142 defines physical education as follows: (i) The term means the development of: (a) physical and motor fitness; (b) fundamental motor skills and patterns; and (c) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). (ii) The term includes special physical education, adapted physical education, movement education, and motor development. (20 U.S.C. 1401 [16]) (Federal Register, August 23, 1977, p. 42480)

Standards of Program Quality and Effectiveness for the Evaluation of Specialist Programs in Adapted Physical Education

Category I

Institutional Resources and Coordination

Standard 1

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as teachers, administrators, counselors, or other education service personnel, candidates need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs.

Factors to Consider

- The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff, between the
 education unit and other academic departments on campus, and between the
 institution, local school districts, and schools where candidates pursue field
 experiences.
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Institutional Attention to the Program

The institution gives ongoing attention to the effective operation of each program, and resolves each program's administrative needs promptly.

Rationale

The quality and effectiveness of a program depends in part on the attentiveness of institutional authorities to the program's governance, effectiveness, and needs which can suffer from institutional neglect.

Factors to Consider

- Administrators of the institutions support the goals and purposes of the program, the program coordinator is included in appropriate institutional decision-making bodies, and the actual administrative needs of the program are resolved promptly.
- The institutions have effective procedures to quickly resolve grievances and appeals by faculty, students, and staff.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Resources Allocated to the Program

The institution annually allocates sufficient resources to enable each program to fulfill the needs of the program in terms of coordination, admissions, field experiences, and the development of candidate competence.

Rationale

A program's resources affect its quality and effectiveness. If resources are insufficient, it is neither realistic nor reasonable to expect its staff or students to achieve high standards of quality or competence.

Factors to Consider

- Adequate personnel resources are equitably provided to staff the program, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors to maintain an effective program.
- The program's faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, and instructional materials.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Qualifications of Faculty

Qualified persons teach all courses and supervise all field experiences in each program of professional preparation.

Rationale

The qualifications of a course instructor or field supervisor may assume many forms, and be derived from diverse sources. For candidates to have legitimate learning opportunities, courses and field experiences must be taught and supervised by qualified persons.

Factors to Consider

- Each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experience that is directly related to his/her assignment(s) in the program.
- Each faculty member who teaches courses or supervises field experiences in the program has current knowledge of schools and classrooms that reflect the cultural diversity of society.
- The program has effective affirmative action procedures with established recruitment policies and goals to ensure the equitable hiring of faculty.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Faculty Evaluation and Development

The institution evaluates regularly the quality of courses and field experiences in each program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and retains in the program only those instructors and supervisors who are consistently effective.

Rationale

For a program to achieve and maintain high levels of quality and effectiveness, courses and field experiences must be assessed periodically, instructors and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and effective instructors and supervisors must be identified and retained in the program.

Factors to Consider

- The institution evaluates all courses and field experiences at regular intervals of time, including surveys of candidates.
- Faculty members use evaluations to improve instruction in the program, and have access to adequate resources for their professional development, including resources to support research, curriculum study, and program development.
- The institution recognizes excellence as a teacher, supervisor, and/or advisor in appointing and promoting faculty members who serve in the program.
- The institution follows an equitable procedure for the identification of effective and ineffective course instructors and field supervisors, and removes from the program each instructor and supervisor who has been persistently ineffective.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Program Evaluation and Development

The institution operates a comprehensive, ongoing system of program evaluation and development that involves program participants and local practitioners, and that leads to substantive improvements in each program. The institution provides opportunities for meaningful involvement by diverse community members in program evaluation and development decisions.

Rationale

To achieve high quality and full effectiveness, a program must be evaluated comprehensively and continually by its sponsor and clients. Developmental efforts and substantive improvements must be based on these systematic evaluations.

Factors to Consider

- The institution evaluates the program systematically on the basis of criteria that are related to the design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.
- The institution collects information about the program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their completion of the program.
- Improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to the credential area, and the identified needs of schools and districts in the local service region.
- The opportunities for involvement by persons who represent the diversity of the community in program evaluation and development that are meaningful and substantive.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category II

Admission and Candidate Services

Standard 7

Admission of Candidates: Academic Qualifications

As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution.

Rationale

The academic qualifications of credential candidates influence the quality and effectiveness of the program and (eventually) the profession, so each group of candidates should attain a level of academic qualifications equivalent to or higher than candidates admitted to other post-baccalaureate programs at the institution.

Factors to Consider

- The institution uses multiple measures to define academic achievement.
- The institution maintains records of all post-baccalaureate admissions and the program uses these in making admission decisions.
- Evidence is available to the team that the program consistently adheres to this policy.
- The program's recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by sex, race, ethnicity, and handicapping conditions.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Admission of Candidates: Prior Experience and Personal Qualifications

Before admitting candidates into the program, the institution determines that each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

Rationale

Academic qualifications are not sufficient factors for program admissions, because of the uniquely human character of the education profession. Each candidate for a specialist or services credential must also bring appropriate personal characteristics and experiences to the program so that the program can build on human qualities that are essential for effective service in the credential area.

Factors to Consider

- The institution uses multiple procedures for determining each applicant's personal qualities and prior experiences, for example, personal interviews with candidates and written evaluations of candidates' experiences with children and youth, and other relevant experiences.
- The program's admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to students from diverse ethnic, cultural, and socio-economic backgrounds.
- The program's admissions criteria require the candidate to have prior experiences in which suitability for the specialist or service area is demonstrated.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Availability of Program Information

The institution informs each candidate in the program about (a) all requirements, standards, and procedures that affect candidates' progress toward certification; and (b) all individuals, committees, and offices that are responsible for operating each program component.

Rationale

To make adequate progress toward professional competence and certification, candidates must receive information about the applicable policies and requirements.

Factors to Consider

- Each candidate is informed in writing, early in the program about: (1) the program's prerequisites and goals; (2) program coursework and fieldwork requirements; (3) the legal requirements for certification; and (4) specific standards and deadlines for making satisfactory progress in the program.
- Each candidate is informed in writing, early in the program, about: (1) advisement services, assessment criteria, and candidate appeal procedures; (2) individuals who are responsible for program coordination, advisement, and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Candidate Advisement and Placement

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional, and personal development as the need arises and to assist in their professional placement.

Rationale

Once an educational institution admits a candidate to a professional program, it has an obligation to provide for his or her academic, professional, and personal development as the need arises.

Factors to Consider

- Student services, including academic advisement, professional assessment, personal counseling, and career placement services are provided by qualified individuals (including faculty members of appropriate academic departments) who are assigned those responsibilities; and who are sensitive, competent, and readily available when candidates need them.
- The institution provides advice regarding the realities and opportunities for entry into different areas of professional service, and assists each candidate in the pursuit of employment upon completion of the program.
- Student counseling, advisement, assessment, and career planning and placement services are provided equitably to all candidates in the program.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Candidate Assistance and Retention

The institution identifies and assists candidates who need academic, professional, or personal assistance. The institution retains only those candidates who are likely to attain the necessary skills and knowledge to practice in a Specialist or Services Credential area.

Rationale

An institution that prepares candidates for Specialist and Services Credentials has an obligation to attempt to retain promising candidates who experience difficulties during professional preparation. Conversely, the institution has an obligation to public schools to dismiss candidates who are unsuited to professional practice.

Factors to Consider

- The institution provides special opportunities for students who need academic, professional, or personal assistance; provides information to all candidates about these opportunities; consults with candidates about the nature of the necessary assistance; and provides legitimate opportunities for candidates to comment prior to taking adverse actions against them.
- The institution reviews each candidate's competence at designated checkpoints, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are determined to be unsuited to practice in the credential area, and considers candidate appeals.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category III

Curriculum and Content Foundations

Standard 12

Human Growth and Motor Development

The program provides instruction in the study of variations in human growth and motor development which influence motor performance of individuals with disabilities throughout the lifespan.

Rationale

Knowledge of diverse patterns of human growth and motor development are necessary to enable students to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities.

Factors to Consider

- Principles of growth and the developmental changes which occur in individuals with disabilities throughout the lifespan.
- Biological and environmental factors which influence the development of motor skills for individuals with a disability.
- Developmental patterns, skills, and adaptations required for individuals with atypical development as a result of variations in growth and motor development.
- Progression of physical growth and development, and the changes which occur with age for individuals with a disability.
- Other factors related to this standard of quality brought to the attention of the team by the institution.

Motor Learning and Motor Control

The program provides instruction in the study of neurological development and the principles of motor learning, motor control, and perceptual-motor functioning of individuals with disabilities throughout the lifespan.

Rationale

Knowledge of diverse patterns of neurological and perceptual development provides a basis to understand and enable students to apply principles of motor learning and motor control in selecting effective teaching strategies for individuals with disabilities. For example, physically guiding a child with cerebral palsy through the appropriate motor pattern involved in throwing a ball in contrast to demonstrating the throwing pattern to a child without a disability.

Factors to Consider

- Neurological development of individuals with disabilities.
- Variations in perceptual motor development of individuals with disabilities.
- Motor learning and motor control principles for individuals with disabilities.
- Motor learning and perceptual research, and its application in designing and implementing appropriate instructional programs for individuals with disabilities.
- Stages of cognitive development to individuals with disabilities.
- Principles of learning and various types of practice (mass vs. distributed practice) to individuals with disabilities.
- Principles and standards of practice of motivation, reinforcement, and knowledge
 of results and performance on motor skill development of individuals with
 disabilities.
- Principles of knowledge of performance and results to the development of physical fitness and motor skills for individuals with disabilities.
- Other factors related to this standard of quality brought to the attention of the team by the institution.

Exercise Physiology

The program provides instruction in the study of physiological response to exercise including the impact of disease, medication, musculoskeletal and neurological conditions of individuals with disabilities throughout the lifespan.

Rationale

Knowledge of diverse physiological responses to exercise necessary to enable students to conduct appropriate exercise assessment and prescription, and implementation of physical activity programs with full understanding of contraindications and implications for exercise.

Factors to Consider

- Disabilities and chronic conditions, and their influence on physiological responses to physical activity in individuals with disabilities.
- Functional and developmental differences to consider for exercise assessment and prescription in individuals with disabilities.
- Developing and implementing exercise and physical activity which will improve, ameliorate, or prevent further complication in the condition of individuals with disabilities.
- Designing and conducting physical activity programs based on physiological principles specific to the functional abilities of individuals with disabilities.
- Exercise physiology research and its application in designing and conducting programs of exercise and physical activity for individuals with disabilities.
- Other factors related to this standard of quality brought to the attention of the team by the institution.

Biomechanics

The program provides instruction in the mechanical analysis of functional human movement in motor activities of individuals with disabilities throughout the lifespan.

Rationale

Knowledge of the kinematic and kinetic principles of motion necessary to enable students to analyze human movement and apply biomechanical principles to a variety of movement activities. For example, teaching the mechanics appropriate to the disability for shooting a basketball from a wheelchair in contrast to an individual standing.

Factors to Consider

- Analysis of the effect of deviations in growth, development, and/or neurology on the biomechanics of individuals with disabilities.
- Motor impairments and related strategies utilized to develop and improve movement performance in individuals with disabilities.
- Movement analysis and the ability to apply biomechanical principles to facilitate mobility and motor performance in wheelchairs, and with assistive devices for individuals with disabilities.
- The effect of postural deviations and body alignment on the movement efficiency of individuals with disabilities.
- Current research and standards of practice on biomechanical analysis for individuals with disabilities.
- Other factors related to this standard of quality brought to the attention of the team by the institution.

Historical and Philosophical Development

The program provides instruction of the history and philosophy of adapted physical education, legislation, standards of practice, and current professional trends.

Rationale

The program provides the knowledge of the historical basis of adapted physical education, emerging trends, and the philosophy of program implementation as influenced by legislation and current trends to enable students to have a broad base understanding of the principles of adapted physical education and their application

Factors to Consider

- Historical development of adapted physical education including legislation and legal mandates regarding the physical education and sport for individuals with disabilities.
- Roles and significance of professional organizations on the development of standards of practice, professional ethics, and programs related to physical education for individuals with disabilities.
- Roles and significance of organizations on the development of programs that supplement adapted physical education activities by providing recreational, leisure, and sports programs for individuals with disabilities.
- Philosophies of adapted physical education and sport for individuals with disabilities, and the process involved in developing ones own professional philosophy.
- Current issues, legislation and emerging trends in adapted physical education and their significance.
- Home programs with disabilities realize and express their individuality through physical education, sport, dance, aquatics, and lifetime activity programs.
- Current research and standards of practice on the philosophy underlying the development of adapted physical education programs.
- Other factors related to this standard of quality brought to the attention of the team by the institution.

Health and Safety Considerations

The program provides instruction in the study of health, safety, and liability considerations as it relates to standards of practices in adapted physical education.

Rationale

Knowledge of health standards and legal concepts as they relate to specific movements necessary to enable students to select and plan a safe learning environment for individuals with disabilities.

Factors to Consider

- Effects of participation in physical fitness, movement activities, and sport on the health and safety of individuals with disabilities.
- Effects of medication and chronic illness on the physical fitness and motor performance of individuals with disabilities.
- Implications of personal hygiene, sexually transmitted diseases, posture, and nutrition for individuals with disabilities.
- Medical terminology and exercise prescription/limitations in developing instructional and training progress for individuals with disabilities.
- State and community agencies, and other resources for combating health, nutritional, and pharmacological or communicable disease that are prevalent in the instructional setting.
- Research findings and standards of practice on program planning, organization, and implementation, and casual factors that effect the learning and functioning of individuals with disabilities.
- Prevention of injury that may occur in physical activity and sport to individuals with disabilities.
- Proper techniques and safety principles to wheelchair transfers, lifts, and assists when individuals with disabilities participate in physical activities.
- Legal concepts as they relate to the movement activities and environment of individuals with disabilities.
- Other factors related to this standard of quality brought to the attention of the team by the institution.

Socialization and Social Interaction

The program provides instruction in the development and interrelationships among psychosocial aspects of human movement as related to experiences in physical education, recreation, and sport in a variety of settings, including multicultural, for individuals with disabilities throughout the lifespan. Inherent in this standard is the study and knowledge of the unique contributions of physical activities to the development of self-esteem and personality.

Rationale

Knowledge of the psychosocial and multicultural aspects of human movement which are fundamental to the understanding of the development of the individual and groups serve as the basis for the development of human potential and social skills for effective interaction. Physical education provides a unique opportunity for individuals with and without disabilities to establish positive attitudes and working relationships which develop social skills and effective interaction.

Factors to Consider

- Role and significance of physical activities to the socialization of individuals with disabilities in a variety of settings.
- Relationship of movement to social interaction and group membership through activities in cooperative learning, initiative tasks, problem solving, and trust building experiences for individuals with disabilities.
- Unique role of physical activity in the development of attitudes between individuals with and without disabilities.
- Current research and standards of practice on socialization and social interaction for individuals with disabilities.
- How interpersonal relationships are affected by participation in various forms of physical activity for individuals with disabilities.
- Skills and techniques as necessary to assist individuals with disabilities to adjust and cope to disabilities which affect interpersonal relationships and assist in developing positive self-concepts.

Socialization and Social Interaction

Factors to Consider (Continued)

- How to encourage participation in physical activity programs as a way to develop and maintain psychological well being for individuals with disabilities.
- Principles and standards of practice of self concept and personality development to developing and implementing instructional and training programs for individuals with disabilities.
- Other factors related to this standard of quality brought to the attention of the team by the institution.

Behavior Management

The program provides instructional content in the unique strategies for managing inappropriate behavior caused by organic and environmental factors in individuals with disabilities in various physical activity settings.

Rationale

Understanding the management systems in the learning process in a variety of settings to individuals with disabilities is critical to effective programming. For example, selecting the behavior management strategy to reduce inappropriate behavior when teaching physical activities to students with learning disabilities and hyperactivity.

Factors to Consider

- Appropriate techniques for maintaining and increasing positive behaviors including appropriate reinforcement procedures for individuals with disabilities.
- Appropriate techniques to decrease or extinguish inappropriate behaviors for individuals with disabilities.
- Awareness of environmental factors that precipitate inappropriate behaviors and their removal for individuals with disabilities.
- How to document behavior change through data collection, graphing, sampling, or recording of behavior for individuals with disabilities.
- Behavior management research and standards of practice to developing and implementing instructional and training programs for individuals with disabilities.
- Behavior management techniques to assist the individual with a disability to maintain or generalize the learned behavior in the community or home.
- How to change specific behavior by developing a systematic plan which includes analyzing, planning, evaluating, and making program changes when necessary.
- Other factors related to this standard of quality brought to the attention of the team by the institution.

Assessment

The program provides instruction in measurement and evaluation procedures and concepts for assessing movement performance of individuals with disabilities.

Rationale

Knowledge of a variety of appropriate procedures and instruments to measure and evaluate the movement performance of individuals with disabilities to enable students to comply with legislative mandates in planning individualized programs based on each individual's current level of performance.

Factors to Consider

- Selecting current instruments and procedures for measuring physiological, biomechanical, perceptual, motor, and postural functioning of individuals with disabilities.
- Limitations and problems encountered when selecting and using existing instrumentation and procedures with individuals with disabilities.
- Construction of assessment instruments, procedures, and appropriate criteria for measuring physical and motor performance of individuals with disabilities.
- Interpretation of the results of the assessment process relative to the functional level of individuals with disabilities for application to individualized program planning.
- Principles of evaluation and standards of practice in determining student placement, programming, and progress in adapted physical education.
- Other factors related to this standard of quality brought to the attention of the team by the institution.

Curriculum Development

The program provides knowledge in the development of adapted physical education goals and objectives throughout the lifespan for individuals with disabilities.

Rationale

Understanding the process of curriculum development as it applies to the development of appropriate individual and group physical activities is critical to effectively meet the needs of individuals with disabilities.

Factors to Consider

- Identifying and writing appropriate annual goals and short-term instructional objectives to develop functional skills in individuals with disabilities.
- Developing annual goals and instructional objectives in the physical, affective, and cognitive learning domains for individuals with disabilities.
- How assessment and evaluation results relate to the development of program content and teaching strategies for individuals with disabilities.
- Research and standards of practice on assessment and evaluation as it relates to program development for individuals with disabilities.
- Knowledge of appropriate instructional programs to develop the movement ability of individuals with disabilities emphasizing the following areas: physical and motor performance, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure skills.
- Individualized instructional programs based on long-term goals and behavioral objectives established by an interdisciplinary programming team.
- Adapting physical and motor fitness, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure skills, to effectively meet the unique needs of individuals with disabilities.
- Organizations that govern sports and games for individuals with specific disabilities.
- Advising and consulting on program content and implementation with teachers, therapists, parents, and administrators.
- Other factors related to this standard of quality brought to the attention of the team by the institution.

Comprehensive Program Planning

The program provides instruction for meeting the individual instructional needs in the least restrictive environment for planning effective and comprehensive physical education programs for individuals with disabilities.

Rationale

Understanding trends, teaching strategies, and methods for planning a comprehensive physical education program in the least restrictive environment for individuals with disabilities is necessary to comply with legislative mandates.

Factors to Consider

- Individualizing instruction in a variety of instructional settings for individuals with disabilities.
- Application of environmental/ecological task analysis techniques used in the process of individualized instruction.
- Instructional programs based on the unique needs and functional ability of individuals with disabilities in the least restrictive environment.
- Appropriate community and home-based instructional programs with parents/guardians to provide effective physical activity for individuals with disabilities.
- Appropriate physical education curricula for individuals with disabilities.
- Alternative placements designed to meet the instructional program needs of individuals with disabilities, including instruction in the least restrictive environment.
- Appropriate techniques and standards of practice for facilitating interdisciplinary communication among all persons working with individuals with disabilities in school, home and community-based settings.
- Curricula and best teaching practices that are appropriate for developing instructional and training programs for individuals with disabilities.
- Other factors related to this standard of quality brought to the attention of the team by the institution.

Category IV

Field Experiences

Standard 23

Field Experiences

Each program provides students with field experiences in a variety of physical activity settings. Student teaching or its equivalent is provided in a variety of physical education contexts for individuals with various disabilities.

Rationale

Practical experiences provide the student the opportunity to integrate and apply theory, knowledge, and instructional technology across the spectrum of individuals with disabilities. Field experiences should start early in the student's program and culminate with a student teaching experience in adapted physical education under the supervision of a credentialed adapted physical education specialist.

Factors to consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program provides opportunities to:

- Observe and assist in various field work settings with a variety of students with different disabilities and ages 0-21 years under the supervision of a qualified professional.
- Students teach individuals with disabilities in a variety of settings and placements under the supervision of a credentialed adapted physical education specialist.
- Observe and assist in the instruction of a variety of activities including skills in physical and motor fitness, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure.
- Observe and assist in a variety of teaching practices such as assessment, implementing IEPs, behavior management, modifying equipment and activities to meet individual needs.
- Select and evaluate credentialed adapted physical education specialists who can serve as master teachers.
- Meet other factors related to this standard of quality brought to the attention of the team by the institution.

Qualifications and Recognition of Supervising Teachers

Each adapted physical education specialist who supervises one or more student teachers is (a) certified and experienced in teaching the subject(s) of the class; (b) trained in supervision and oriented to the supervisory role; and (c) appropriately evaluated, recognized, and rewarded by the institution.

Rationale

Supervising teachers are significant sources of professional training for credential candidates so they must be well qualified, oriented, trained, and recognized.

Factors to Consider

- Teachers who supervise candidates' field experiences have had academic preparation and successful experience in teaching appropriate curriculum subject(s) and student age groups, and has remained current with changes in the profession and the student population.
- Each supervising teacher demonstrates skills in observation and coaching techniques and in ways of fostering learning in adults successfully.
- The institution recognizes and rewards supervising teachers for their services through incentives such as tuition credits, conference attendance allowances, or instructional materials.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Guidance, **Assistance**, and **Feedback**

Throughout the course of student teaching, each candidate's performance is guided, assisted, and evaluated in relation to each Standard in Category V by at least one supervising adapted physical education specialist and at least one institutional supervisor who provide complete, accurate, and timely feedback to the candidate.

Rationale

Candidates can reasonably be expected to attain competence only if their performances are guided, assisted, and evaluated in relation to standards of competence; and only if they receive complete, accurate, and timely information about their progress toward competence.

Factors to Consider

- Guidance, assistance, and feedback encompass all of the Standards in Category V, and occur when each candidate's needs arise throughout student teaching.
- The support and assessment of each candidate is coordinated effectively between the candidate's supervising teacher(s) and institutional supervisor(s).
- The information given to each student teacher about his or her performance accurately and fully describes the candidate's strengths and weaknesses and provides constructive suggestions for improvement.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category V

Candidate Competence and Performance

Standard 26

Scientific Principles of Motor Behavior

The candidate expresses and applies an understanding of the principles of motor behavior (human growth and motor development, motor learning and motor control, exercise physiology, and biomechanics) to individuals with disabilities in teaching adapted physical education in a variety of settings.

Rationale

The ability of prospective adapted physical education teachers to link the many scientific foundations of motor behavior to practice with a variety of individuals with disabilities in different physical activity settings is crucial in providing appropriate and safe programs.

Factors to consider

- Demonstrates how variations in human growth and motor development influences motor performance.
- Demonstrates how disabilities such as neurological impairment or retardation affects application of the principles of motor learning and motor control.
- Identifies and accommodates for the unique physiological responses to cardiovascular exercise in students with disabilities.
- Utilizes biomechanical principles for developing efficient movement patterns among individuals with a variety of disabilities.
- Applies the physiological understandings of cardiorespiratory endurance development in individuals with disabilities.
- Applies the efficient movement patterns for individuals with disabilities.
- Meets other factors related to this standard of quality brought to the attention of the team by the institution.

Measurement Concepts of Assessment

The candidate demonstrates the ability to measure and evaluate movement performance using a variety of instruments appropriate for individuals with disabilities.

Rationale

Adapted physical education specialists should be able to utilize a variety of appropriate procedures and instruments to measure and evaluate the motor performance of individuals with various disabilities.

Factors to consider

- Selects, implements, and interprets various standardized test instruments (i.e., physical and motor fitness, motor skills, and perceptual motor abilities) that are appropriate for individuals of various disabilities and ages 0 to 22.
- Uses screening and informal procedures such as observation, checklists, questionnaires, and other relevant records.
- Interprets assessment results and makes application to student placement, goals and objectives, and programs.
- Recognizes limitations and problems related to the use of existing instruments and procedures; and when necessary constructs assessment instruments and/or modifies procedures to measure physical and motor performance.
- Utilizes the principles of evaluation and standards of practice to determine student progress.
- Meets other factors related to this standard of quality brought to the attention of the team by the institution.

Program Development

The candidate demonstrates the ability to plan effective individual and group goals, objectives, and instructional strategies in a variety of physical education settings designed for individuals with various disabilities.

Rationale

The adapted physical education candidate develops and implements goals, objectives, and instructional strategies specifically designed for individuals with different disabilities. Inherent within this standard is the integration of the knowledge base from history and philosophy, health and safety, and the psychosocial aspects of human movement in the adapted physical education program development.

Factors to consider

- Incorporates in program development, the history, philosophy, health and safety, and the interrelationships among psychosocial aspects of human movement.
- Complies with legal mandates in planning programs of physical education for individuals with disabilities.
- Plans activities which foster positive attitudes for individuals with and without disabilities.
- Develops lessons which include long range goals, behavioral objectives, safety considerations, proper equipment and facilities, and age appropriate activities.
- Selects most appropriate physical education setting and appropriate instructional strategies.
- Identifies and selects curricula which is the most appropriate for a particular category of students.
- Selects and adapts physical activities to meet the unique needs of students.
- Refers students to organizations and resources that will contribute to fulfillment of physical activity program goals.
- Meets other factors related to this standard of quality brought to the attention of the team by the institution.

Practices for Program Implementation

The candidate demonstrates instructional strategies for attaining individualized goals and objectives for individuals with disabilities through safe, developmentally appropriate physical activities in a variety of settings.

Rationale

The ability to effectively implement a variety of physical activities based on the unique needs of individuals with disabilities is the foundation of a comprehensive adapted physical education program.

Factors to consider

- Implements appropriate service delivery to individuals with disabilities from ages 0 to 22.
- Applies principles of safety in the implementation of physical activity programs.
- Demonstrates the role of physical activity throughout the lifespan of individuals with disabilities, including physical education, sport, and community based programs.
- Accommodates the impact of various disabilities on the development of physical and motor fitness, the acquisition of skills in individual and group games and sports, and intramural and lifetime sports.
- Articulates the role of physical activity in promoting equity and social justice by advocating accessibility to and opportunities for participation in physical activity programs.
- Demonstrates an understanding of the differences in the philosophies of physical education, athletics, and community-based programs; and how adapted physical education prepares students for participation in athletics and community-based physical activity programs.
- Selects and/or modifies equipment, environment, and instructional strategies to meet the unique needs of students.
- Meets other factors related to this standard of quality brought to the attention of the team by the institution.

Principles of Behavior Management

The candidate employs a variety of strategies to manage student behavior in various physical activity settings for individuals with disabilities.

Rationale

Management of students' behavior is critical to effective teaching. Therefore, it is necessary to employ a variety of strategies to manage the behavior of individuals with disabilities in order to create an environment conducive to teaching adapted physical education. An example would be administering a token economy reward system to children with Downs Syndrome to improve their on-task behavior in adapted physical education.

Factors to consider

- Implements strategies to maintain and increase appropriate behaviors by using such techniques as modeling, reinforcement principles, group contingencies, and recent technology.
- Implements strategies to decrease or extinguish inappropriate behaviors by using appropriate techniques of applied behavior analysis.
- Uses appropriate applied behavior analysis strategies with individuals with a variety of disabilities.
- Identifies and modifies environmental factors that contribute to inappropriate behaviors.
- Documents behavioral changes through a variety of data collection techniques.
- Utilizes applied behavior analysis research and standards of practice to elicit desired behaviors and to promote the acquisition of motor skills.
- Meets other factors related to this standard of quality brought to the attention of the team by the institution.

Leadership and Professional Development

The candidate demonstrates the leadership ability which enhances and promotes service delivery utilizing various instructional models.

Rationale

The role of the adapted physical education specialist encompasses teaching, resource, advocacy and leadership responsibilities. Candidates completing the credential must be prepared to work with students, parents, classroom teachers, special educators, administrators, allied health personnel, and recreators in providing the most effective service delivery to individuals with disabilities.

Factors to consider

- Participates in professional development as an integral aspect for providing strong leadership.
- Exhibits a leadership role in the IEP meeting.
- Demonstrates an understanding of parental needs and addresses these in the family service plan.
- Demonstrates an understanding of parent's goals for their child and matches these to available service delivery models.
- Demonstrates the ability to work with other disciplines in developing appropriate physical education placement and programming.
- Joins professional organizations, attends professional conferences, and reads professional literature.
- Maintains currency on federal, state, and local statutes and mandates for students with disabilities in physical education.
- Assumes an advocacy role for promoting an active lifestyle for individuals with disabilities.
- Identifies the roles and contributions made by individuals involved in meeting the needs of students with disabilities.
- Contributes to transdisciplinary, interdisciplinary, or multidisciplinary teams.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Determination of Candidate Competence

Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional competence.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Factors to Consider

- There is a systematic summative assessment by at least one district supervisor and one institutional supervisor of each candidate's performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective.
- One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges (WASC), and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.
- (2) To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention, or graduation of students; and decisions regarding the employment, retention or promotion of employees.
- (3) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (4) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (5) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission, and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
- (6) To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Preconditions Established by State Law

- (7) Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools at least once every three academic years. Statutory basis: Education Code Section 44227.5(b).
- (8) A college or university that operates a program of professional preparation for teaching or Services Credentials shall require each California resident who applies for program admission to take the California Basic Educational Skills Test (CBEST). The institution shall require each out-of-state applicant to take this test no later than the second available administration date following the applicant's enrollment in the program. In either case, the institution shall use the results of the test to ensure that each admitted candidate receives appropriate academic assistance to prepare the candidate pass the test. Statutory basis: Education Code Section 44252(f). Health Services Credentials are exempted from this requirement. Statutory basis: Education Code Section 44252(b)(6).
- (9) A college or university that operates a program of professional preparation shall not allow a candidate to assume field experience responsibilities until the candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. Statutory basis: Education Code Section 44320(b).
- (10) Candidates to an Adaptive Physical Education Program must hold a prerequisite teaching credential which authorizes the teaching of physical education. The following credentials are acceptable: Single Subject in Physical Education, Multiple Subject, Standard Secondary with a major or minor in Physical Education, Standard Elementary with an academic major or a major or minor in Physical Education, Standard Early Childhood, Special Secondary in Physical Education, General Secondary, General Junior High School, General Elementary, General Kindergarten Primary. A Single Subject Teaching Credential with a supplementary authorization in sports and games or Introductory Physical Education is not a valid basic teaching credential for the Adapted Physical Education Specialist Credential. Statutory basis: Education Code Sections 44225 and 56363(b)(5); and Title 5, California Code of Regulations, Sections 80046 and 80046.1.